DOCUMENT RESUME

ED 167 706 CE 018 030

TITLE	University Based Career Education. Staff Development Materials.
INSTITUTION	Maine Univ., Orono. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
GRANT	G007700090
NOTE	66p.; Not available in hard copy due to broken type in the original document; For related documents, see ED 143 814 and ED 166 365-366
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Advisory Committees; *Career Education; *College Teachers; *Curriculum Development; Fused Curriculum; Guidelines; *Inservice Teacher Education; Instructional Design; Orientation Materials; Postsecondary Education; Program Content; *Program Development; Program Improvement; Recruitment; *Teacher Developed Materials; Teacher Seminars
IDENTIFIERS	Maine

ABSTRACT

The Comprehensive Career Education Project was conducted to develop a comprehensive career education model for northern Maine. The objectives focused on infusion in grades K-12 of the Bangor Public School System and continued training of postsecondary instructional staff at the University of Maine at Orono and Husson College. This document reports the university-level activities. An eight-session seminar series for twenty university faculty was planned and conducted. Eight faculty members were selected to write twenty-six career education instructional units that could be utilized in a variety of college-level courses. (These units are included in the ERIC system as ED 143 814 and ED 166 365-366.) The project staff prepared a set of inservice training materials for use in postsecondary institutions. Finally, a business and industry advisory group was selected to participate as a panel in the seminar series and to assist the writing team. Plans were made to evaluate the seminar series, career education instructional units, and the training materials. (The majority of this document contains [1] selection and orientation materials; [2] a description of the seminar series, including topics, procedures, and incremental improvements; and [3] sample guidelines, format, contract, and review procedures used in writing the career education instructional units.) (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167706

UNIVERSITY BASED CAREER EDUCATION

STAFF DEVELOPMENT MATERIALS

DEVELOPED BY

THE CENTER FOR CAREER EDUCATION
COLLEGE OF EDUCATION
THE UNIVERSITY OF MAINE AT ORONO

1978

BEST COPY AVAILABLE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 018 030

TABLE OF CONTENTS

PAGE

Introduction. 1

Career Education Materials. 2

Project Overview. 3

Comprehensive Career Education Project 4

University Based Career Education. 6

I. Selection and Orientation Materials 8

Item 1 - Faculty Recruitment Letter, 1976 9

Item 2 - Seminar Topics, 1976-77. 10

Item 3 - Registration Form, 1976-77 11

Item 4 - Faculty Recruitment Letter, 1977 12

Item 5 - Seminar Topics, 1977-78. 13

Item 6 - Registration Form, 1977-78 14

Item 7 - Roles and Responsibilities of Business-Industry Committee. 15

Item 8 - Self-Study Group Letter. 16

Item 9 - Guidelines for Career Education Self Study Group 17

II. In-Service Training 18

Item 1 - Training Seminars Outline. 19

Item 2 - Seminar Topic Outline, Husson College and UMO. 20

Item 3 - Summary of Incremental Improvements, 1976-77 21

Item 4 - Intent of University Based Seminar Training. 23

Item 5 - Seminar Procedures 24

Item 6 - Sample Format. 25

Item 7 - Participant Reaction Form. 26

Item 8 - Business Industry Seminar Response Form. 28

TABLE OF CONTENTS (continued)

PAGE

III. Career Education Unit Development. 29

Item 1 - Guidelines for Career Education Writing Team 30

Item 2 - Suggested Unit Format 31

Item 3 - Sample Contract 33

Item 4 - Unit Review Procedures. 35

Item 5 - Unit Evaluation Criteria. 36

Item 6 - Unit Review for Business-Industry Advisory Committee. . . 37

Item 7 - Resource Format 39

IV. Evaluation Materials 40

Item 1 - Career Education Knowledge Test 41

Item 2 - Individual Workshop Summary 50

Item 3 - Teacher Education Seminar Evaluations 51

Item 4 - Final Workshop Evaluation Summary 56

Item 5 - Sample Interview Letter 58

Item 6 - Social Science Research Institute Report Abstract 59

INTRODUCTION

The following career education materials are intended for training post-secondary education faculty in the philosophy, concepts and practices of career education.

Many materials which were developed and used in the Comprehensive Career Education Project over the past three years have been assembled and compiled by the project staff for use in other post-secondary institutions.

This package is the result of the efforts of the project staff in hopes that its dissemination might result in an increased infusion of career education concepts in a greater number of colleges and universities.

CAREER EDUCATION MATERIALS

The content of this package includes a project overview, four color-coded groups of material which may be used as a model for university-based career education activities and three volumes of career education units which incorporate at least one of the eight career education elements as reference criterion. The groups of color-coded materials describe the various phases of each process which preceeded the development of the three-volume series: 1) selection and orientation; 2) in-service training; 3) curriculum education unit development and 4) evaluation materials.

Each item within the four sections is presented in chronological order by year of the project which began in 1975.

At the conclusion of Volume III there appears an evaluation sheet which project staff members would greatly appreciate your time in filling out.

PROJECT OVERVIEW

The following pages describe first the major objectives, activities, evaluation and expected outcomes of the Comprehensive Career Education Project from 1975 to 1978. The second description focuses upon the objectives, activities, evaluation and outcomes of University Based Career Education, the final phase of the project. The remaining materials in the packet focus on the latter.

COMPREHENSIVE CAREER EDUCATION PROJECT
UNIVERSITY OF MAINE AT ORONO

MAJOR OBJECTIVES

The purpose of this project is to continue developing a comprehensive career education model for the northern section of the State of Maine. This includes the demonstration and implementation of incremental career education activities in both public school and university level sites. The preparation of American youth for meaningful participation in the cultural, social, and work roles of our society is too important a task for any one agency. Through the combined efforts of Bangor Public School staff and University based personnel, we plan to continue our efforts to infuse career education in 1976-77 by involving community agencies, business-industry, and parents in the Bangor career education program.

For 1976-77 these objectives will be accomplished on the K-12 and university levels by focusing on: (1) infusion in grades K-12 of the Bangor Public School System; and, (2) continued training of post-secondary instructional staff at the University of Maine at Orono and Husson College.

ACTIVITIES

LEVEL I - BANGOR PUBLIC SCHOOLS

Level I of the proposed project is designed to affect ultimately four secondary and nine elementary schools in Bangor with a population of approximately fifty-four hundred students. In the pilot project (1975-76) thirty-five classroom teachers were given intensive training in career education philosophy and methods. To date the project has provided field-based in-service staff and curriculum development assistance for teachers in the pilot schools. Secondly, the Bangor schools will continue to serve as demonstration sites for other Maine schools who are presently contemplating the implementation of career education programs. Thirdly, provisions are included in the model for continuous collaborative planning involving several community agencies. Finally, the project provides a model for change in in-service as well as pre-service teacher education. In brief, the aim of Level I is to demonstrate the most effective methods and techniques in career education at the elementary and secondary levels.

LEVEL II - UNIVERSITY OF MAINE AND HUSSON COLLEGE

A series of planned workshops will provide University/College teacher educators an introduction to the philosophy, content and methodology of career education. These workshops are designed to provide both didactic content and practical application. Guest speakers will be brought in from different areas of the country. Teachers from the Bangor Public Schools who were trained in 1975-76, and use career education techniques, will be utilized to demonstrate successful practices.

EVALUATION

Objective 1: Evaluation in the Bangor Public Schools will be accomplished at various levels. At the student level, two experimental groups and two control groups will be set up. One experimental and one

control group will receive both pre- and post-tests: one experimental and one control group will recieve simply post-tests. Periodic tests will be given to students on units taught in relation to the performance objectives covered by the teachers. Feedback will thus be available both to the teacher and project director in relation to curriculum planning and development.

Objective 2: At the teacher level, a pre- and post-test control group design will measure both knowledge of process and content of career education by the experimental groups of workshop teachers and a randomly selected control group of teachers. Attitudes toward career education will also be evaluated. Student evaluation of the project will be another critierion used as well as the self-evaluation of the selected teachers. Selected observation of the teachers during career education classes will be conducted by administration or project staff to judge the effectiveness of classroom presentations both at the beginning and end of the project year.

Objective 3: Additional evaluation techniques will include a cost benefit analysis based on input-output concepts; a project process audit employing the use of a management by objectives system to assist in maintaining the project schedule and identifying the various subproject and related programs; and the involvement of The Center for Vocational Education, The Ohio State University for evaluation service. This last mentioned evaluation resource will provide an independent third-party evaluation of the project's implementation and operation.

EXPECTED OUTCOMES AND BENEFITS

When completed in 1978, this project will have attained its objectives, and therefore, will have produced a Comprehensive Career Education Model designed to meet the career education needs of students from Kindergarten to the post-secondary school level, out-of-school youth, and certain adult populations who need assistance and further career development, e.g., women returning to the labor market, handicapped adults, and unskilled adults. More specifically, the following products will be available in a validated format.

1. State Career Education Plan which is being developed concomitantly with the model.

2. A comprehensive career education package including instruments, methods, and procedures.

3. Staff development materials for preparing teachers, administrators, guidance and other educational personnel to provide the necessary leadership in developing and utilizing a curriculum-based career education model.

4. A carefully desinged implementation strategy and state/local level management system that will enable school systems in Maine to implement the entire career education model without the use of federal funds beyond the first three years of this project.

5. Publication of a Maine State Plan for Career Education with State Board approval.

6. Provide the State Board with alternative recommendations for promoting career education in Maine schools.

University Based Career Education
College of Education, University of Maine, Orono

Project Director: Dr. Charles W. Ryan
Professor of Education
College of Education
University of Maine
Orono, Maine 04473
(207) 581-2531

Grant Award from Career Education Program for: 10/1/77 - 9/30/78
$79,593

Grant Award No.: G0077C0090

Participating Institution: University of Maine at Orono
College of Education
College of Life Sciences and Agriculture
College of Engineering and Science

Major Objectives

1. To demonstrate to faculty at the University of Maine at Orono the philosophy, concepts and practices of career education in post-secondary settings that assist them in revising instructional practice.

2. To identify and select from the 1976-77 seminar participants, eight university/college faculty who will write 26 career education instructional units.

3. To produce a package of career education materials that could be utilized for training post-secondary faculty in planned seminars.

4. To have representatives from the world of business and industry as participants in the seminar series and to act as consultants in the development of instructional units.

Project Activities

An eight session seminar series for 20 university faculty has been planned from November through April. Participants will have the opportunity to hear and interact with consultants from different areas of the country and will be required to write and implement a career education component in one of their spring semester courses. An additional 20 faculty will be implementing a career education component into their courses without the benefit of the seminar series. This latter group will receive a one day seminar at the conclusion of the spring semester.

Eight faculty members have recently been selected as members of a career education writing team. Their task will be to serve as curriculum writers and to produce 26 career education instructional units that may be utilized in a wide variety of college level courses. It is planned that these units will be put together in an edited volume and will be available for distribution during the summer of 1978.

The project staff will be preparing a set of in-service training materials for use in post-secondary institutions. These packages will be made up of materials produced by the project during the last three years. These materials will be made available through ERIC and other informational centers.

The business and industry advisory group has recently been selected. They represent a wide variety of occupations that generally reflect the areas of expertise of the seminar participants. This group will be participating in the seminar series as a panel and as individual business persons representing the local community. They will also be assisting the wricing team in the formulation of the career education instructional units.

Evaluation

Each objective will be evaluated by the following procedures:

Objective 1: Participants of the seminar series and those faculty who are implementing career education concepts into their courses with the benefit of the seminar series, will be administered a Career Education Knowledge Test and a Faculty Attitude Survey via a pre-posttest design. Each participant will complete a seminar evaluation form and participate in a final structured interview for more detailed reaction and analysis.

Objective 2: All career education units will be reviewed for compliance with acceptable standards for preparing instructional materials. The publication, "A Systematic Approach to Evaluating Career Education Materials at the Local Level" will be used as a guide.

Objective 3: In-service training materials will be subject to quality control standards to infuse delivery of a product that is appropriate for the training of post-secondary faculty and staff. A panel of academic faculty will be selected to review materials prior to final packaging.

Objective 4: All business and industry representatives will be asked to complete a structured interview with respect to their evaluation of the seminar series, extent of participation, their perceptions of further collaborative roles and indices of further commitment.

Communication

It is anticipated that the following dissemination activites will be provided other project directors and the Office of Education. Additional copies will be made available to other persons/groups per their request.

A mini report of the 1976-1977 project will be prepared and mailed to all project directors in January 1978.

A regional career education conference for dissemination of project results may be held in May 1978 depending on budgetary considerations.

A publication containing the career education instructional units will be available during the summer of 1978.

A set of in-service materials for post-secondary educators will be available through ERIC in the fall of 1978.

Demographic Information

Levels/Groups Served: University Professors; Business/Industry persons.

Type of Area Served: University Campus

Number of Persons Served: University Professors 49
Business/Industry 7

I. Selection and Orientation Materials

The following describe the initial contacts and processes used to initially select the faculty and business members who participated in the University Based Career Education Training Seminars. Included are faculty recruitment materials, the roles of the members of business and industry and information on the faculty self study group acceptance and guidelines.

The section which follows will more specifically discuss the in-service training phase which followed.

The recruitment letters are included for both the 1976-77 and 1977-78 Seminar Series.

Buisness and industry members covered the areas of: Public Service, Transportation, Education, Agriculture, Pulp and Paper, Student Personnel Services, Banking and Engineering. The letter outlines the Business Industry Advisory Panel member's roles and responsibilities. The last two items outline the recruitment and guidelines of the Faculty Self Study group.

September 15, 1976

Dear Professor

The College of Education, University of Maine at Orono, has, for the second consecutive year, been awarded a grant from the U.S. Office of Education. The purpose of this grant is to continue to develop a comprehensive Career Education Program in the State of Maine. The specific goals of the program are to demonstrate incremental improvement on the K-12 and university levels by focusing on infusion in the Bangor Public School system and through the continued training of post-secondary instructional staff at the University of Maine at Orono and Husson College.

The portion of the program that is concerned with the institutions of higher learning involves the training of teacher-educators, through a series of workshops, to understand career education philosophy, methods and techniques for implementation. The project staff feels that you can benefit from participation in these workshops in two ways: first, by enhancing your own professional development through the training you will receive in a broad range of career education topic areas; and second, provide you with insight into future federal funding priorities (e.g., for fiscal year 1977, the anticipated funding for career education from the U.S.O.E. is $10 million).

We are encouraging you to take part in the eight two-hour workshops because of your involvement in the training of future teachers. The 1975-76 participants are encouraged to apply as the content this year will differ. Enclosed you will find a tentative schedule of these seminars, an outline of topics to be covered and additional information concerning the Comprehensive Career Education Project. Those faculty members who are interested and selected for participation will receive a stipend of $235. Each participant will also be reimbursed for any travel expense that may be incurred.

If you are interested in participating, please fill out and send in the attached registration form by October 1, 1976 so that final arrangements can be made. Final selection of participants will be made on October 8, 1976 and notification will be sent out at that time.

Cordially,

Charles W. Ryan
Professor of Education

CWR/rn

Enclosure

University of Maine at Orono

Comprehensive Career Education Project
1976-77

University Based Seminar Schedule

PLACE: Walker Room, Memorial Union

TIME: 9:00-11:00 a.m.

DATE	TOPIC
October 22	"Foundations of Career Education: A Status Review." NOTE: Please plan to attend the first seminar October 22) early for registration and coffee, 8:30-9:00 a.m.
November 5	"Implementation of Career Education into Teacher Education."
November 19	"Curriculum Development: Infusing Career Education Elements."
December 10	"Self-Development Techniques and Resources for Teacher Education Majors."
January 28	"Career Planning: Skill Development Procedures."
February 11	"Utilization of Campus Career Education Resources."
February 18	"Utilization of Community Career Education Resources."

In lieu of the eighth seminar, a visit to an an-going classroom career education project will be arranged with the Bangor school system during the training period.

Item 3

Comprehensive Career Education Project
1976-77

REGISTRATION FORM

University Based Career Education Seminars

NAME _____

ADDRESS _____

PHONE _____

POSITION _____

Schedule: Please suggest, in order of priority, three mornings and/or afternoons that you would be free to participate in these two hour seminars.

AM 1. _____
2. _____
3. _____

PM 1. _____
2. _____
3. _____

RETURN TO: Dr. Charles W. Ryan
104 Shibles Hall
University of Maine, Orono
(Envelope Provided)

Item 4

October 12, 1977

Dear Colleague:

The Center for Career Education, University of Maine at Orono, has, for the third consecutive year, been awarded a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The purpose of this grant is to introduce selected university professors to the philosophy and practices of career development and assist them in developing career education instructional materials. Faculty members in the College of Life Sciences and Agriculture, College of Education and the College of Engineering and Science are being recruited to participate. We are encouraging you to take part in the eight three-hour seminars because of your direct involvement in the preparation of young men and women in a specific career field.

The project staff feels that you can benefit from participation in these seminars in two ways: first, by enhancing your own professional development through the training you will receive in a broad range of career development topics, and second, provide you with insight into student career development needs. Participation in this series has received the endorsement of Associate Dean Winston Pullen, Acting Dean Robert Cobb and Dean Basil Myers.

Enclosed you will find the seminar schedule, participant requirements and a registration form. Those faculty members who are interested and selected for participation will receive a stipend of $200. A total of 20 faculty will be selected (10 Life Sciences and Agriculture, six Education, and four Engineering and Science).

If you are interested in being considered, please complete and return the attached registration form by October 19, 1977 so that final arrangements can be made. Final selection of participants will be made on October 26, 1977 and notification will be sent out at that time.

Cordially,

Charles W. Ryan, Ph.D.
Professor of Education
Project Director

CWR/rn

Enclosure

University of Maine at Orono
1977-78

University Based Career Education Seminar Series

DATE	TOPIC
November 11, 1977	"Introduction to Career Education In Post-Secondary Institutions."
January 27, 1978	"A Conceptual Model for Career Education at the University Level."
February 10, 1978	"Infusing Career Education Concepts into Curriculum Practices."
February 17, 1978	"Organizing for Career Education on the Campus."
February 24, 1978	"Developing Career Education Instructional Units."
March 17, 1978	"Career Education Ideas for Two Year Programs and Increasing Faculty Involvement."
April 7, 1978	New University Program
April 21, 1978	Summary - A Potpourri of Activities a) Freshman Early Experience Program b) Seminar Evaluation c) Administrative Details

TIME: 9:00 - 12:00 a.m.

Item 6

University Based Career Education Project
1977-78

REGISTRATION FORM

University Based Career Education Seminars

If you agree to participate in the seminar series, please complete this and return by October 19, 1977.

NAME_____

CAMPUS
ADDRESS_____

CAMPUS
PHONE_____

TITLE_____

AREA OF SPECIALIZATION_____

_____

_____

RETURN TO: Dr. Charles W. Ryan
104 Shibles Hall
University of Maine, Orono

October 25, 1977

To: Business Industry Advisory Panel Members

From: Charles W. Ryan, Project Director

Subject: Role and responsibilities as advisory committee members

We are extremely pleased that you have agreed to serve on the University Based Career Education Advisory Committee during the 1977-78 academic year. In our opinion, your contributions are most important to the success of this project and our overall goals of improving career education activities at the post secondary level. To help you understand your role, we would like to suggest the following activities for the coming year:

1. Participate in one or all of the career education seminars that are scheduled and give your reactions.
2. Review selected career educational instructional units and complete an evaluation form giving your reactions.
3. Participate as a panel member on November 11, 1977 and react to the topic as stated.
4. Participate in evaluation activities conducted by Social Science Research Institute. For example, permit them to interview you regarding your perceptions of the project.

The above activities will provide you with the opportunity to be an active participant in the project and at the same time render us assistance in improving our overall goals in working with university faculty. Other areas of suggested involvement may arise as this project progresses and we welcome ideas in addition to the above.

Sincerely yours,

Charles W. Ryan

Charles W. Ryan, Ph.D.
Project Director

CWR/rn

October 27, 1977

Dear Professor

We regret to inform you that you were not selected as a participant in the University Career Education Seminar series. It is unfortunate that our budget limitations restricted us to 20 participants and we were unable to accommodate all of the faculty members who applied. In making our selection, we utilized the following criteria: (1) representation from different academic subject areas, (2) representation from different academic ranks, (3) high student contact at the undergraduate level and (4) assigned as a freshman advisor. We applied the above criteria as evenly as possible to select from the total pool of applicants.

In light of your interest in career education, we are hoping that you will consider participating in another phase of our grant. We are now in the process of asking twenty faculty members to implement the concept of career education into one of their courses in the spring semester. We are asking that this be done without the aid of any formal instruction on career education. In addition to the implementation requirement, participants will be asked to: (1) document how you educated yourself about career education. Also, document what you did to help your students with their career development needs, (2) complete two evaluation instruments, a total of 45 minutes, (3) attend a six hour seminar to study career education, to be held in early May, 1978, and (4) agree to a 30 minute interview by the Social Science Research Institute at the conclusion of the spring semester.

We would like your participation, as it would strengthen our research design and assist us in determining the most efficient procedure for implementing career education on the campus. As a partial reimbursement for your time and involvement a stipend of $200 will be rendered at the end of the spring term. We would like to meet with you to discuss the purpose in greater depth.

May we hear from you by November 4, 1977 regarding your participation.

Sincerely yours,

Charles W. Ryan, Ph.D.
Project Director

John M. Sutton, Jr., Ed.D.
Research Associate

CWR/rn

GUIDELINES
FOR
CAREER EDUCATION SELF STUDY GROUP

As a prelude to implementing the career education concept in higher education institutions it is imperative that faculty input be sought. It is our intent to have you respond in what ever way is appropriate to the following question, "We would like you to help your students with their career development. You are the expert, please tell us how it should be done?" Please use the following guidelines:

1. Read the monograph Applications of the Concept of Career Education in Higher Education: An Idealistic Model.

2. Instruct yourself to the level you consider necessary to understand the career education concept. This task is to be determined by you and there are no pre-established requirements.

3. Maintain a log of activities that you participate in between December 1, 1977 and May 1, 1978. For example: read a book, consult a colleague, read a journal article, etc. (See attached sheet). Please number the activities sequentially.

4. Provide evidence that you field tested a career education concept in one of your classes. A reaction statement will be sufficient and this statement should include but is not limited to the following:

   a. description of the career development activity

   b. length of time spent on each activity

   c. your reaction

   d. student reaction

   e. other evaluation techniques (optional)

In addition to the above, each member of the group will be asked to:

5. Complete two test instruments in April, 1978 (a total of 45 minutes).

6. Participate in a structured interview with a representative of the Social Science Research Institute in April, 1978.

7. Attend a one day career education seminar on campus in April or early May, 1978 (about six hours).

Developed by Charles W. Ryan and
John M. Sutton, Jr.
November 15, 1977

II. In-Service Training (see recruitment items).

The following section describes the topics and procedures of this phase of the seminar series of the project. In order not to duplicate efforts, items 2 and 5 of Section II have already illustrated the sets of topics for the 1976-77, and 1977-78 seminar series respectively.

Also, included are the incremental improvements made in 1976-77, a sample format of a typical workshop session and reaction forms.

COMPREHENSIVE CAREER EDUCATION TRAINING SEMINARS

The following topics will be covered in each session - in addition, time will be allocated for establishing institutional action plans.

Session I. CAREER EDUCATION: WHAT IT IS AND WHAT IT CAN BE
Sub-Topics:

A. Historical Antecedents of Career Education
B. A Rationale for Career Education
C. A Contemporary Definition of Career Education
D. Legislative Influences on Career Education
E. Team Planning by Discipline
(Strategies for Integrating Career Education Concepts and Techniques Into the College Curriculum)

TIME: 9:00 A.M. to 3:30 P.M.

Session II. CAREER EDUCATION: HOW TO IMPLEMENT CAREER EDUCATION
Sub-Topics:

A. Career Education in the Elementary School
B. Career Education: The Secondary School
C. Career Education: The University
D. Infusion Within the Curriculum
E. Team Planning by Institution:
Developing an Action Plan for Career Education

TIME: 9:00 A.M. to 3:30 P.M.

Session III. CAREER EDUCATION: FUTURE TRENDS AND DIRECTIONS
Sub-Topics:

A. U.S.O.E. Commitment to Career Education
B. Expanding Alternatives for Teacher Education Students via Career Education
C. Strategies for Implementing Career Education
D. Team Planning by Institution
E. Seminar Evaluation by Participants

TIME: 9:00 A.M. to 3:30 P.M.

Prepared by
Charles W. Ryan, Ph.D.
Professor of Education and
Director, Comprehensive Career Education Project

Husson College

Comprehensive Career Education Project
1976-77
University Based Seminar Schedule

PLACE: F 142 Peabody Hall

TIME: 3:30-5:30 p.m.

DATE	TOPIC
October 21	"Foundations of Career Education: An Overview."
November 4	"Career Education Models for Four Year Institutions"
November 18	"Demonstrations of Career Education Programs."
December 9	"Infusing Career Education in Undergraduate Education."

NOTE: Please plan to attend the first seminar (October 21) early for registration 3:00-3:30 p.m.

University of Maine at Orono
Comprehensive Career Education Project
1976-77
University Based Seminar Schedule

PLACE: Walker Room, Memorial Union

TIME: 9:00-11:00 a.m.

DATE	TOPIC
October 22	"Foundation of Career Education: A Status Review." NOTE: Please plan to attend the first seminar (October 22) early for registration and coffee. 8:30-9:00 a.m.
November 5	"Implementation of Career Education into Teacher Education"
November 19	"Curriculum Development Techniques and Resources for Teacher Education Majors."
January 28	"Career Planning: Skill Development Procedures."
February 11	"Utilization of Campus Career Education Resources."
February 18	"Utilization of Community Career Education Resources."

In lieu of the eighth seminar, a visit to an on-going classroom career education project will be arranged with the Bangor school system during the training period.

SUMMARY OF INCREMENTAL IMPROVEMENTS 1976-77

As a result of previous experiences in the 1975-76 Comprehensive Career Education Project a variety of changes were made that led to incremental improvement in Level II activities. For example:

1. Administrative/Organization - the format of each seminar was changed from six hour blocks to two hour sessions. For busy professionals this was received with a high degree of enthusiasm but in practice this proved to be too short and resulted in a lack of discussion time. A three hour block seems to be an aptimum time period.

2. Seminar Content - a special notebook was prepared that contained material more appropriate to univeristy based faculty/staff. Material used in our first project year was too public school oriented and was not as relevant to the intended audience. Seminar consultants were selected who had actually conducted post-secondary projects in career education and who were more attuned to the problems existing in insitututions of higher education.

3. Attendance - in the first project year our attendance was sporadic and averaged about 65% at any one seminar session. In 1976-77 we had an attendance rate of 95% for seminar sessions. In our opinion, improved content and format were instrumental in this gain.

4. Career Education Units - in the first year no career education instructional units were generated by the post-secondary participants. A total of 25 units were prepared by the participants in 1976-77.

5. Follow-up Activities - a concerted effort was made to determine degree of implementation by each participant in teacher education courses and over 400 students were impacted directly.

6. Level II Participant Reactions - descriptive data reflect both positive and specific reactions to the seminar series. In 1975-76 our reactions were of a general nature and did not provide enough directions for specific changes. These remarks provide a degree of specificity that is both rewarding and capable of translation into action. A short self report instrument was developed and revision as was a lengthy in-depth personal interview form.

7. Career Knowledge Test - as a result of 1975-75 experiences, it was possible to develop an assessment instrument that more accurately assessed the seminar content. Test items were developed from each seminar presentation made to the UMO and Husson faculty and staff.

8. Career Education in Higher Education - this publication was developed as a product of the seminar series. It contains 25 career education units to be utilized by post-secondary educators in assisting students in their own career development and to train future teachers in career education.

9. If funded in 1977-78 the College of Engineering Science has agreed to participate as a result of feedback from colleagues.

In summary, we believe that improved attendance, attainment of participant enrollment goals, well planned seminar content and selection of consultants with a primary focus at the post-secondary level led to a more effective seminar series.

University Based Career Education Project
1977-78

University Based Seminar Training

The intent of this seminar series is to provide an overview of the philosophy, concept, and practices of career education with emphasis on higher education. In a relatively few short years the career education concept has won increasing acceptance by professional educators at the public school level. For a variety of reasons acceptance and development in the post-secondary institution has occured at a much slower rate. In the 1976-77 academic year about 8 projects were funded by the Office of Career Education that were specifically aimed at initiating research and development in institutions of higher education. The consultants and materials for this seminar series were specifically selected to help you examine career education from both a philosophical and application base. It is our intent to help you with this examination and to provide additional materials that facilitate the process, wherever possible.

Charles W. Ryan, Ph.D.
Professor of Education
10/12/77

University of Maine

Orono, Maine

University Based Career Education Project
1977-78

University Based Seminars

Seminar Procedures

Introduction

The University Based Career Education Project is a federally funded project and therefore there are certain requirements that must be met with respect to the use of funds. Federal regulations require that when funds or stipends are given that some type of service or product be presented in return.

In determining the following requirements for the seminar participants, we have attempted to comply with the federal regulations and at the same time establish reasonable demands on the participants. The requirements are:

Requirements

1. Participants are expected to attend each scheduled session. A financial reimbursement of $25 will be made for each session attended. If a seminar must be missed, there will be no reimbursement made for that session, regardless of the reason that might have kept the participant from attending the session.

2. Participants are expected to develop one instructional unit (a portion or section of a course syllabus) that infuses a career education element. Examples of model units will be made available during the course as part of the handout material. It is anticipated that the new unit that is developed will be part of a course to be offered in the Spring 1978 semester. These units should not be more than four or five pages and are due on April 21, 1978.

Our intention is to compile all of these units and publish them as curriculum models for the infusion of career education in higher education. All contributors will be listed as co-authors and receive appropriate credit for this publication.

Administrative Procedures

1. Participants will be asked to complete a career education inventory and a faculty attitude survey at the last session. The results will be used to help the staff determine the level of knowledge attained by the seminar participants and to assist in the overall evaluation of the seminar program.

2. A follow-up interview will be conducted with each participant during April and May, 1978. The purpose of the interview will be to ascertain the level of implementation of career education ideas and procedures as a measure of the effectiveness of the seminar program.

3. Stipend checks will be available on or about May 1, 1978.

Best wishes for a successful experience and please call on any member of the career education staff for assistance as needed.

Staff: Chuck Ryan
Bob Drummond
Jack Sutton

Phone: 581-2531

Sample Format

College of Education
University of Maine
Orono, Maine

University Based Career Education Project
1977-78

University Based Seminars

Topic: University Graduates and the World of Work

Place: Walker Room
Memorial Union

Time: 10:00 a.m. to 11:30 a.m.

Date: November 11, 1977

Discussion Questions: Each panel member will react to the following questions/issues:

1. Reaction statement: In your opinion, how well prepared are college graduates for entry into the field you represent? Please specify assets or deficits. Each panel member reacts to #1, 5 minutes each.

2. What problems do college graduates encounter who attempt to find employment in your field (lack of jobs, technological change)?

3. In your opinion, what deficiencies do college graduates exhibit that hinder their entry into the world of work (personal, skills, knowledge)?

4. What information or assistance could you provide that would be useful to faculty members who want to develop instructional materials that assist students with career development?

5. What support functions could the business-industry-education sector provide to help students make the transition to the world of work?

UNIVERSITY BASED CAREER EDUCATION

Seminar Series
1977-78

Participant Reaction Form

We would like your reaction to the Seminar Series thus far, to help in making minor adjustments and changes. Please comment on the following categories:

1. Materials

   A. Are the materials meeting workshop needs?

   B. Suggested Improvements

2. Consultants

   A. Are the consultants adding to learning?

   B. Suggested Improvements

3. Facility

   A. Problems

   B. Suggested Improvements

4. Luncheon

   A. Problems

   B. Suggested Improvements

5. Business/Industry Advisory Group

   A. Are the Advisory Group members adding to learning?

   B. Suggested Improvements

6. Time

   A. Is the pace appropriate?

   B. Is their enough time for discussion?

   C. Suggested Improvements

7. Participants

   A. Is the staff providing assistance as requested?

   B. Suggested Improvements

8. Future Needs

   A. Have you discovered additional learning needs?

   B. What are they?

NAME_____

PHONE_____

_____

Developed by University Based Career Education Staff, January 1978.

University Based Career Education Project
1977-78
Business-Industry Advisory Council

Seminar Response Form

Please respond to the following items using the space provided.

1. Did the speaker's presentation relate to the goal of the seminar series of helping university professors facilitate the career development of their students?

2. Did you feel that the concepts developed by the speaker were relevant to the university professors?

3. Were you able to relate the speaker's ideas to your personal or professional situation? Were they valuable?

4. What types of materials or references could we make available to you to make the seminars more interesting and relevant?

III. Career Education Unit Development

The materials in this section outline the process involved in the writing of Volume I - III included in this package. Sample guidelines, format, construct and review procedures are included.

GUIDELINES
FOR
THE CAREER EDUCATION WRITING TEAM

In preparing the career education instructional units, each writer should be cognizant of the revised definition of career education issued by the Office of Career Education on November 6, 1977. Also, the staff has agreed that focusing on the following elements would be appropriate:

	Leading to	
Self Awareness	.....	Self Identity
Career Awareness	.....	Career Identity
Economic Awareness	.....	Economic Understanding
Decision Making	.....	Career Decisions
Beginning Competency	.....	Employability Skills

As you prepare units related to the discipline of major concern to you we <u>suggest</u> the following:

1. Don't write all 4 units in the area of self awareness or career awareness. The editors feel that sufficient self awareness infused units have been generated and suggest you focus on the other elements.
2. Develop at least one unit that could be integrated within the teacher preparation program, i.e. science, English, history, mathematics, special education, secretarial science, etc.
3. Develop at least one unit that is oriented to helping students in your classes with career awareness, decision making or economic awareness. Illustrate how you bridged the career education element and the subject matter. For example, if you are dealing with the teaching of history (the Civil War), how will you tie this specific content to career awareness or decision making.
4. All units must illustrate the bridge between a career education element and the content of your unit.

Comprehensive Career Education Project

University Based Seminar Training

Suggested Unit Format

It is suggested that the following format be used as you prepare an instructional unit for publication in the Teaching Strategy Handbook. Our experience over the past three years has indicated that the following unit outline communicates to both the learner and instructor what is intended. Also, production of high quality curriculum material at minimum cost within minimal time constraints is enhanced through use of common procedures during unit refinement/development.

Unit Format

Introduction - Discuss the purpose of the instructional unit and provide a brief overview.

Unit Goal(s) - A global statement of direction, intent or long range aim.

Unit Objective(s) - A statement of instruction that is intended to produce observable or measurable student performance. One of the three conditions of a performance objective should be met:

1. What the learner must do.
2. Under what conditions and with what materials must it be done.
3. Standard of performance to be met - how will the teacher and student know that a specific standard or level of accomplishment has been attained.

Each unit goal should have at least one performance objective. Performance objectives must be stated so that their accomplishment enables the student to reach the stated intent.

Learning Activities - Specific classroom, community or campus based activities that facilitate attainment of the objectives. The content should be in topic form and generally describe the concepts, skills, understandings, and affective learnings that will be provided the learner. It is suggested that at least one learning activity be outlined for each performance objective.

Resources - Curriculum materials, lists, games, tests, resource people, field experiences, work-study stations, etc. To assist the learner in meeting unit objectives.

Evaluation - Specific techniques or procedures to assess learner achievement and/or program effectiveness.

Time Constraints - Recommended time frame for presenting the unit.

Prepared by C.W. Ryan 11/2/76

College of Education

The University of Maine at Orono

This is a subcontract between the University of Maine at Orono, hereinafter, called the University and with faculty, hereinafter called the contractor, for the delivery of services to the University Based Career Education Project, 1977-78.

The services which the Contractor _____ agrees to
Name
perform for the University Based Career Education Project conform in substance to those in the proposal as accepted by the U.S. Office of Education (Contract No. G0077C0090).

The Contractor agrees to provide the following services in assisting the project staff in implementing Objective 2 of the proposal:

1. Prepare _____ career education instructional units.
2. Field test one (1) unit and evaluate the same unit prior to the end of the 1978 spring semester.
3. Deliver the first instructional unit by January 23, 1978 and subsequent units by March 1, 1978, April 1, 1978, and May 1, 1978.

For the performance of this contract, The University Based Career Education Project, at the University of Maine at Orono, shall reimburse the contractor at the rate of $200 per instructional unit, not to exceed $800 for the period November 1, 1977 to June 30, 1978.

It is hereby agreed that payments of the total amount of _____ will be made under the following conditions:

1. Payments shall be made upon submission of completed materials.
2. Contractor agrees to submit the instructional units in the format outlined by the project staff.

3. Contractor agrees to submit the instructional units on the dates specified in subparagraph three on the previous page.

The contract is made for the Project by:

	Project Director	
Signature	Title	Date
	Vice President for Research and Public Services	
Signature	Title	Date
Signature Contractor	Title	Date

Career Education Unit Review

The instructional units were developed by faculty/staff from both Husson and UMO. Instructions for format and general content were provided in each general introductory seminar. A follow-up discussion was conducted in the 3rd Husson session and 5th UMO session. Each unit was reviewed by project staff for:

a. Adherence to APA Publication Manual of style.

b. Technical considerations - format, composition, visual material quality.

c. Scope - infused career education concept, internal consistency, ease of integration into existing curriculum.

d. Validity of material - motivation for intended audience, adequate reading level and concent load appropriate for intended audience.

e. Methodology - ease of use, includes suggested material, normal time constraints, includes evaluation procedures and use with individuals or groups.

f. Authenticity - material is realistic, material was field-tested, and uses current information or concepts.

g. Viewpoint - material avoids stereotypes, deals with interpersonal relations, presents a range of values and is non-biased.

h. Special consideration - appropriate for college/university courses, cost effective and potential for high student impact.

After initial review, each unit was returned to the author for final revision. Subsequently, the project staff reviewed them for a 3rd time and made corrections. A final step was to secure service of a professional proofreader from the University of Maine Press to review the total publication. The units were published in Career Education in Higher Education in Higher Education: A Model for Infusion (1977).

COMPREHENSIVE CAREER EDUCATION STAFF
UNIT REVIEW SHEET

Evaluation Criteria

I. Information

a. Course and/or grade level unit applies to:

b. Purpose of the unit:

To train teachers_____

To aid students' career development_____

c. Suggested time frame for units:

II. Style

a. Consistency with suggested format:

b. Spelling, syntax, etc.:

c. Logical, clear in presentation of ideas:

d. Utilization of one or more of the 8 career education elements:

e. Needs further elaboration:

Item 6

UNIVERSITY CAREER EDUCATION UNIT REVIEW
College of Education, UMO

Name_____

Title of Unit_____

Topic_____

_____

1. How would you see a Business/Industry representative becoming involved in this unit.

_____

_____

_____

_____

2. Does this unit seem to reflect the intent of the seminar series? For example, improving career development for students.

_____

_____

_____

_____

3. Does the unit represent a realistic attempt to bridge the gap between business/industry and university training?

_____

_____

_____

_____

4. How do you think the unit could be improved?

5. Suggestions or comments regarding the seminar series:

Thank you

Chuck Ryan
Director
University Career Education Project

Item 7

Career Education Unit Review

Need: Please try to provide complete reference if at all possible for suggested resources.

Example:

Articles (journals, speeches, position papers)

Ellis, A. Rational-emotive therapy and the school counselor. The School Counselor, 1972, 22 (4), 236-242.

Instructional Material (films, tests, curriculum, games, exercises)

Dinkmeyer, D. Developing understanding of self and others. Circle Pines, Mn.: American Guidance Service, 1970.

Penetrating School Strata Through Career Education: Bristol Board of Education, 1975.

Books

Hoyt, K. B. Career education for gifted and talented students. Salt Lake City, Utah: Olympus Publishing Co., 1974.

IV. Evaluation Materials

Evaluation materials were crucial to this project and due to space limitations, all forms that were used cannot be included here.

Seminar series participants implementing career education into their classrooms were administered a Career Education Knowledge Test, and a Faculty Attitude Survey, as a part of a posttest design. For further detailed reactions, the participants completed a seminar evaluation form and participated in a structured interview situation run by the Social Science Research Institute (SSRI). The SSRI Evaluation Report may be obtained by writing to the Project staff c/o Charles Ryan, Ph.D. Director.

Other evaluation techniques used were quality control standards for the in-service training materials, the use of an academic panel to review all materials prior to packaging, and structured interviews with the representatives from business and industry.

Career Education Knowledge Test
(fifth revision)

PART I MULTIPLE CHOICE QUESTIONS

INSTRUCTIONS

This part of the Inventory consists of 30 objective questions. For each of the questions, you are to choose the best answer, and using your pencil, blacken the corresponding space on the answer sheet. If you do not have an answer for a question, DO NOT GUESS, simply leave the answer space blank and go on to the next question.

EXAMPLE:

Question:

1. Business Law is a course which belongs to one of the following academic disciplines:
   A) Social Sciences
   B) Education
   C) Behavioral Sciences
   D) Business Administration

Answer:

	A	B	C	D
1.	=====	=====	=====	=====

Business Law, belongs to the Business Administration discipline and you would respond by blackening the fourth answer space on the answer sheet.

e.q.

	A	B	C	D
1.	=====	=====	=====	[redacted]

REMINDERS

Use only the answer sheet provided.

DO NOT QUESS - if you don't have an answer, leave the answer sheet blank and go on to the next one.

Use only a pencil

Prepared by C. W. Ryan, J. M. Sutton, Jr., R. J. Drummond, University ased Career Education roject, College of Education, University of Maine, Orono, April, 1978

1. Career Education is:

   a) a new concept designed to prepare students for work in a technological society.
   b) a program of vocational instruction for all levels of education.
   c) a concept consisting of all activities and experiences through which individuals are prepared for life and work.
   d) all of the above.
   e) none of the above.

2. Which of the following is the least important phase in a career education based teacher education program.

   a) career exploration
   b) self development
   c) career awareness
   d) skill development

3. Economic awareness is:

   a) an element of career education which has received much attention throughout high school, but is lacking at the elementary level.
   b) an element of career education which most high school graduates have achieved at a 5th grade level of competence.
   c) an element of career education which becomes applicable when the student reaches the college or university level.
   d) not an element of career education.

4. The relationship of career education to vocational education is that:

   a) they are two names for the same process.
   b) career education includes vocational education.
   c) vocational education is incompatible with career education.
   d) vocational education includes career education.

5. Which of the following is true of career education?

   a) its concepts are effective motivators for students.
   b) its goal is for individuals to decide upon one's vocation.
   c) its major emphasis is on rewarding cognitive ability.
   d) all of the above.

6. According to a survey of campus residential students:

   a) college students acknowledged no need for career education at present.
   b) college students desired help with career planning and received none.
   c) college students desired help with career planning and received this assistance from professors.
   d) college students acknowledged the desire to postpone career planning until their senior year.

7. A career education based teacher education model should be:

   a) based on a career development model.
   b) oriented to include field experiences.
   c) flexible to accommodate individual programs.
   d) all of the above
   e) none of the above

8. Kenneth Hoyt has remarked that the real "desert in career education" is at the:

   a) elementary school level (K-6)
   b) junior high school level (7-9)
   c) secondary school level (9-12)
   d) post-s condary school level

9. Which of the following is not a central issue in career education in higher education?

   a) helping students form work values
   b) overcoming inequality of career opportunity
   c) writing career related curriculum materials
   d) developing transferable academic skills

10. Work is best defined as:

   a) all effort that one receives pay for.
   b) all effort that is conscious and produces benefits.
   c) all effort that one expends in a purposeful task
   d) none of the above.

11. The basic career education element which helps students understand the role of business and industry is:

   a) employability skills.
   b) economic awareness.
   c) beginning competencies.
   d) career awareness.

12. Of the following teaching models, which is accepted by most university faculty? (The elements of the models are arranged on a priority continuum).

   a) imparting knowledge, skills, values
   b) imparting values, skills and knowledge
   c) imparting skills, knowledge and values
   d) imparting values, knowledge and skills

13. Self fulfillment or an active and satisfying work role is the outcome sought from the career education element called:

   a) appreciations and attitudes.
   b) decision-making.
   c) economic awareness.
   d) self-awareness.

14. Which of the following is not a functional definition of career education?

a) a program infused into the existing curriculum.
b) a program of discrete career education curriculum blocks.
c) a cooperative educational venture involving school, home, and community.
d) a comprehensive educational program which focuses on careers.

15. A career education based teacher education model is primarily directed toward the:

a) teacher educator.
b) student teacher.
c) public school teacher.
d) all of the above.
e) none of the above.

16. The following offers a strong argument for career education:

a) academic standards are affected by such a program.
b) school and politics don't mix.
c) vocational education is a low status curriculum.
d) many of today's students feel unneeded by our technological society.

17. Career education in two year post-secondary programs should focus on:

a) cooperative education, work values and reality of career choice.
b) paid work and value analysis.
c) value analysis, paid work and cognitive instruction.
d) all of the above.
e) none of the above.

18. The personality theory of career development states that a person naturally moves toward occupations which:

a) satisfy their needs.
b) their parents approve of.
c) they are most often exposed to.
d) they unconsciously like.

19. The strength of a comprehensive career education program that uses a decentralized approach is:

a) singular focus.
b) diversity of values.
c) central control.
d) shared planning.
e) all of the above.

20. Which of the following is not included in the rationale for using the instructional unit approach to career education:

a) career education should be reflected in the curriculum at all grade levels.
b) career education should be infused into all discipline areas.
c) career education should be reflected in the curriculum through special courses.
d) career education should involve the instructional staff since they are closest to the students.

21. Curriculum units containing primarily career development goals and supportive materials:

a) can be used independently of a subject area.
b) can be used with any discipline area preferred.
c) are called career development units.
d) all of the above.

22. One role of the instructor in helping the student develop employability skills is to help bridge the gap between:

a) education and job.
b) education and home.
c) job skills and job.
d) all of the above.
e) none of the above.

23. At the tenth through twelfth grade levels, career education emphasizes:

a) career exploration.
b) career awareness.
c) career preparation.
d) all of the above.

24. Infusion into the academic curriculum is aimed specifically at:

a) encouraging the use of off-campus professionals in the classroom.
b) influencing student groups to promote career related programs.
c) influencing curriculum to show relevance to careers.
d) encouraging learning experiences in off-campus settings for students.
e) all of the above.

25. Which of the following societal changes have provided impetus for career education in the last ten years?

a) family living patterns have changed.
b) education has extended beyond completion of high school.
c) young people have reduced contact with adults or community agencies.
d) all of the above.
e) none of the above.

26. Which of the following would be the most logical procedure for a post-secondary institution desiring to implement a program of career education:

a) inventory and marshal all available resources.
b) study the career education program most appropriate for your community.
c) seek cooperation from community organizations, institutions, and individuals.
d) develop an understanding of the concepts of career education.

27. The purpose of an outreach program in career education would be to:

a) overcome the tendency for campus/community isolation.
b) develop closer connections with the business community.
c) provide for a job shadow program.
d) implement a community speaker pool.
e) all of the above.

28. Which group has been <u>least</u> critical of career education?

a) students
b) employers/business
c) faculty
d) government

29. Analysis of sex role stereotyping in career education is most important in:

a) creating career decisions.
b) providing career options.
c) reducing career discrimination.
d) all of the above.
e) none of the above.

30. Career education on the campus will be <u>most</u> influenced by:

a) administrative policy.
b) student personnel staff.
c) professor acceptance and adoption.
d) student demands.

PART II CONFIDENCE WEIGHTED TRUE-FALSE QUESTIONS

INSTRUCTIONS

This part of the Inventory consists of 30 objective questions. For each of the questions, you are to choose the best answer, and using your pencil, blacken the corresponding space on the answer sheet. If you do not have an answer for a question, DO NOT GUESS, simply blacken the space on the answer sheet which corresponds with "I have not reason to respond."

EXAMPLE:

Question

1. Business Law is a course which belongs to the academic discipline of Business Administration.

a) this statement is probably true
b) this statement is possibly true
c) I have no reason to respond
d) this statement is possibly false
e) this statement is probably false

Answer:

	A	B	C	D	E
1.	=====	=====	=====	=====	=====

Business Law belongs to the Business Administration discipline, therefore, you would respond by blackening either the first or second space on the answer sheet, according to how certain you are concerning the correctness of your response.

	A	B	C	D	E
1.	[illegible]	=====	=====	=====	=====

Remember - if you don't have an answer to a question, blacken the third space, corresponding to "I have no reason to respond."

REMINDERS

DO NOT GUESS - if you don't have the answer, blacken the third space which corresponds with "I have no reason to respond."

a) this statement is probably true
b) this statement is possibly true
c) I have no reason to respond
d) this statement is possibly false
e) this statement is probably false

31. "Appreciations and Attitudes" is one of the eight career education elements.

32. Career education represents a call for massive educational reform.

33. Career education as a concept, is primarily concerned with the period of formal education from kindergarten through grade twelve.

34. One of the basic outcomes of career education is that most individuals reach a minimal competency level in basic academic skills.

35. In the long run, implementation of career education programs will be more costly in terms of tax dollars that present systems.

36. Career education is an outgrowth of the vocational education movement.

37. Career education attempts to bring about educational reform by proposing changes in basic American education concepts.

38. The major role that the community plays in the career education model is providing real work experiences.

39. Career education offers a promising response to the dropout/failure rate among college students.

40. Career education tends to favor whites and work against the racial minorities where the work ethic is not as strong.

41. Within the career education concept, a major task of the public school system is to act as a feeder of skilled workers into the work force.

42. Career education has not received serious attention by faculty members in our post-secondary education institutions.

43. Career education has been well accepted by the public school systems in America with over one-third having initiated some type of career education program.

44. Self-awareness, career development, and decision-making are elements that are not applicable to all phases of a career education based teacher education program.

45. The primary focus of career education is on those individuals who seek educational and employment experiences below the baccalaureate degree level.

46. One of the major advantages of career education is that is can be taught as a separate subject so as <u>not</u> to interfere with the basic academic program.

a) this statement is probably true
b) this statement is possibly true
c) I have no reason to respond
d) this statement is possibly false
e) this statement is probably false

47. Field force analysis is a method of setting and modifying career plans.

48. Career education in the secondary school should help students assess themselves.

49. Job placement has been defined as a shared responsibility between the university and the student with the burden of that responsibility being assumed by the student.

50. Career education in the secondary school should explain cultural and environmental influences on personal need satisfaction.

51. Career education would have most junior high students planning for specific occupations.

52. In high school, students should begin to relate career interests to capacities and values.

53. In elementary school, students should explore career interests.

54. One method of infusing career education into any classroom is through an academic or learning contract.

55. Super's theory of career choice is developmental in nature.

56. Holland has identified six major personal orientations that relate to individual life style and occupational clusters.

57. The major purpose of a job interview is to decide on a candidate's qualifications for a position.

58. In any job interview it is important to bring out likes and dislikes.

59. Career education is <u>not</u> limited to formal school programs.

60. Teacher education based career education has two major premises: career development of the student teacher and the development of the student teacher as a career educator.

SUMMARIZED COMMENTS FROM THE INDIVIDUAL WORKSHOP EVALUATIONS:

1. The participating teachers stressed that a most important part of the workshops was the presentation of specific, practical career education ideas, materials and activities by the staff members and the participants from South Portland School Department. They were impressed by the presentations and the small group discussion that stressed specific hands-on activities.

2. The participating teachers were very impressed with the sessions dealing with community contact. Panel discussions involving local business people, job shadowing experiences and local educational and business field trips were well received by the workshop teachers.

3. Concerning future workshops sessions and suggestions for improvement, the participating teachers suggested the following:

   a. Additional discussion and development of career education techniques, ideas, materials and activities K-12.

   b. Demonstrations and visitations at on-going career education projects outside of the Bangor School system.

   c. Additional contact with the local business community regarding panel discussions, job shadowing and field trips.

   d. The possibility of a career education resource center and the continued availability of a career education consultant and coordinator. Teacher comments in this area stressed the need for a centrally controlled resource center where help and career education resources would be available to all teachers.

   e. Most participating teachers indicated that as a result of the workshops, they would plan and implement career education activities into their individual courses.

Item 3

COMPREHENSIVE CAREER EDUCATION PROJECT

TEACHER EDUCATION SEMINAR EVALUATION

The following questions have been prepared in order that you might provide us with an evaluation of each of the three Career Education Training Seminars. Your assistance with this will be of considerable value, both in this evaluation and in planning future seminars.

* * * * * * * *

Please provide answers to the following:

Have you previously received formal training in Career Education?

Yes_____ No_____ If Yes, what type?_____
(Courses, Seminars, etc.)

Are you presently involved in Career Education on a regular basis?

Yes_____ No_____ If Yes, in what capacity?_____

At which of the following locations did you attend the Comprehensive Career Education Training Seminars?

_____University of Maine - Portland-Gorham

_____University of Maine - Presque Isle

_____University of Maine - Orono

INSTRUCTIONS: Please evaluate each of the items by assigning one of the following rankings to it:

1 = POOR 2 = AVERAGE 3 = GOOD 4 = EXCELLENT

FIRST SESSION:

1. Did this session provide sufficient information concerning Career Education? ____

2. Was the content sufficient in order to provide you with a definition of Career Education? ____

3. Did this session present an adequate rationale for Career Education? ____

4. Kenneth B. Hoyt's paper, "An Introduction to Career Education," provided additional material for the development of:

   a philosophic basis for Career Education ____

   a definition of Career Education ____

   a rationale for Career Education

5. Did this session allow sufficient time for discussion and questions? ____

6. Were the methods of presentation appropriate for the topics involved? ____

7. Was the first session long enough to cover the various topics? ____

8. Please evaluate the depth of the content of this session (in terms of your previous knowledge of Career Education.) ____

9. Generally, were the printed handouts of value to you? ____

10. Please list any topics which you feel should have been considered in this first session which were not covered.

    _____

    _____

    _____

11. Have you any suggestions concerning format or methods of presentation which might be incorporated into future sessions concerning topics contained in this first session?

    _____

    _____

    _____

SECOND SESSION:

1. Please evaluate the presentations which were given in each of the following areas, in terms of CONTENT and PRESENTATION:

	CONTENT	PRESENTATION
Career Education in the Elementary School	_____	_____
Career Education: The Secondary School	_____	_____
Career Education: The University	_____	_____

2. How would you evaluate this session vis-a-vis your previous knowledge concerning Career Education? _____

3. Did the structure of this session allow sufficient time for questions and discussions? _____

4. Were there topics which you feel should have been included in this session? If so, would you please list them.

_____

_____

_____

5. Have you other suggestions which would have increased the value of the second session?

_____

_____

_____

THIRD SESSION:

1. Please evaluate both the CONTENT and the PRESENTATION of each of the presentations in this session.

	CONTENT	PRESENTATION
Expanding Alternatives for Teacher Education Students	_____	_____
Strategies for Implementing Career Education	_____	_____

2. In terms of your knowledge of Career Education, how would you rank the information contained in this session? _____

3. Please evaluate the amount of time provided during this session for discussion and questions. _____

4. Were there other topics or subjects which might have been included in this session?

_____

_____

_____

5. Have you other suggestions which might have been implemented in order to increase the value of this third session?

_____

_____

_____

OVERALL:

1. What do you feel was (were) the weakest aspect(s) of these seminars?

_____

_____

_____

2. What do you feel was (were) the strongest aspect(s) of these seminars?

_____

_____

_____

3. Please identify the most relevant topic of these seminars in terms of your interest and knowledge of Career Education.

_____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS FORM.
PLEASE DO NOT SIGN.

Charles W. Ryan

SUMMARIZED COMMENTS FROM THE FINAL WORKSHOP EVALUATION:

1. As a result of the career education project the workshop participants indicated development of beginning competencies in the following areas and/or skills:

   a. an awareness and understanding of the elements of career education

   b. an awareness and understanding of the techniques of interviewing, field trips, job shadowing, values clarification and use of community resources

   c. an awareness and understanding of the concept of curriculum infusion.

2. Concerning the participants' knowledge and feelings concerning career education prior to the project, most teachers had unformed and varied views. Some of the commonly mentioned teacher comments were as follows:

   a. We felt career education was for the upper grades only.

   b. We did not understand the principles of career education.

   c. We did not know how to approach it in our classrooms.

   d. We had career education confused with vocational education.

   e. More emphasis should be placed upon career education but we did not know how to go about it in the classroom.

3. As a result of the project, all teachers expressed a positive feeling toward career education. All indicated a desire to see career education continue as an on-going project in Bangor. All felt they had gained competencies in career education. All expressed a desire to see career education infused into the curriculum of the Bangor Schools.

4. Concerning the participants' future plans for career education, the following were mentioned:

   a. All participants expressed a desire to infuse career education elements and activities into their particular courses next year.

   b. Most participants indicated that they would make more and better use of community resource people, parents, field trips and job shadowing.

c. Most participants expressed a desire to see the establishment of a central career education resource center or individual school resource center or both.

d. Many participants expressed a desire to see career education elements infused into the guidance program as well as the curriculum.

e. Several participants expressed a desire to pursue additional training in career education courses at the university and at career education workshops if they are available.

5. The participants suggested the following with regard to a workshop program for next year:

a. All suggested the training of a new group of teachers.

b. Many suggested a more intensive training for this year's group of teachers.

c. Use this year's group of teachers as resource people and workshop staff members next year.

d. Make continued and additional use of the community regarding panels with local business people, job shadowing, field trips.

e. The possibility of a career guidance institute made up of teachers from this year's group.

April 1, 1977

Dear Colleague:

We have appreciated your participation in the Career Education Seminar Program this year. The quick response to our requests for information as well as your high level of involvement have been very helpful.

The career education units are in the final editing phase and we expect the completed publication to be available in early June.

We are now planning a final evaluation activity and are hopeful that you will assist us in this effort. In order to ascertain a complete and valid assessment of the seminar series, we have contracted with the Social Science Research Institute at the University of Maine, to conduct a personal interview with each participant. The interview will be done anonymously and will take approximately 30 minutes. Sometime during the week of April 11, a staff member from the Institute will be contacting you in order to make an appointment at a mutually convenient time. If possible we would like to have all interviews completed by April 22. If this is not feasible, please attempt to complete the interview as soon as possible.

Again, thanks for your participation in making the seminar series successful and in cooperating with the staff.

Sincerely yours,

Charles W. Ryan, Ph.D.
Professor of Education

CWR/rn

UNIVERSITY-BASED COMPREHENSIVE CAREER EDUCATION PROJECT: REPORT OF THE SOCIAL SCIENCE RESEARCH INSTITUTE

July 1, 1978

This report and the activities upon which it is based were commissioned by the University of Maine as part of the evaluation of the 1977-78 University-Based Comprehensive Career Education Project. The report's purpose is to comment on the attainment of objectives set forth in the project's proposal and upon the procedures utilized by the project staff. The emphasis of the report is, therefore, not on the impact or outcomes of the project, but rather on compliance with the design detailed in the proposal. This element of the project evaluation can be best described as procedural in nature.

In conducting the procedural evaluation, the Social Science Research Institute (SSRI) reviewed the proposal, observed project activities, and monitored the project for general compliance with stated means of attaining five objectives. Below is a listing of those five major objectives with a summary of procedures which were followed to meet each. It appears that the objectives have been met with the exception of Objective 5, a regional conference to disseminate project results. The conference could not be held because funds for this activity were cut from the budget. Objectives 1, 3, and 4 seem to have been fully met as planned, with Objective 2 being slightly less fully met.

Objective 1. To demonstrate to faculty at the University of Maine at Orono the philosophy, concepts and practices of career education in post-secondary settings that assist them in revising instructional practice via a structured seminar series.

Procedures: Eight three-hour seminars were held on the University of Maine campus from November, 1977 through April, 1978. In addition to two introductory sessions presented by Career Education Project Director Dr. Charles Ryan, the following topics were presented by consultants active in career education nationally:

"Infusing Career Education Instructional Units," Dr. Robert Ristau;

"Organizing for Career Education on the Campus," Dr. Donald Casella;

"Career Education in the Liberal Arts College," Dr. Daniel Behring;

"Career Education Ideas for Two-Year Programs," Dr. Irwin Feifer and Dr. Jeffery Kleinberg;

"A Conceptual Model for Career Education at the University Level," Dr. Joseph Quaranta; and

"The Freshman Early Experience Program," Dr. Charles Ryan and Dr. David Nichols.

During the course of the seminar series the philosophies, concepts, and practices of career education were dealt with in depth. In addition, discussions focussed on the preparation of instructional units for infusing career education into post-secondary education.

The twenty faculty participants were, as planned, from the colleges of Life Sciences and Agriculture, and Engineering and Science, as well as the College of Education. Participants were administered the Career Knowledge Test and the career education attitude test using a posttest design. In addition, structured personal (i.e., face-to-face) interviews were conducted by SSRI's interviewers with seventeen faculty seminar participants at the conclusion of the seminar series in order to gauge attitudes toward career education in general and the seminar series in particular. Responses obtained during the interviews have been tabulated and the data submitted to project staff for inclusion in their final report.

Objective 2. To select from the 1976-77 seminar participants eight university/college faculty who will write 26 career education instructional units that incorporate at least one career education element by using the eight career education elements as reference criterion.

Procedures: Five University of Maine at Orono faculty and three Husson College faculty were selected from among the participants of the 1976-77 career education seminar series to prepare instructional units for the post-secondary level. Of

the twenty-six units planned to be written, twenty-four will be completed. These units are now in the process of being reviewed and edited by the project staff using criteria established in the publication, "A Systematic Approach to Evaluating Career Education Materials at the Local Level."

Objective 3. The project staff will assemble a package of career education materials that could be utilized for training post-secondary education faculty in the philosophy, concepts and practice of career education.

Procedures: In order to produce a set of in-service training materials for use in post-secondary institutions, all of the materials used in the career education seminars have been assembled, and are being compiled by the project staff. Faculty members have been selected to review this compilation prior to its final packaging.

Objective 4. To involve representatives from the world of business, labor and industry as consultants at each career education seminar and to serve as reviewers of at least one instructional unit.

Procedures: Attending the seminar series were representatives of the non-academic fields of transportation, agriculture, pulp and paper, banking, engineering, and public service.

Structured interviews have been completed with eight members of this business and industry group. The interview was similar, though not identical, to the interview administered to faculty seminar participants. The interview served primarily as an evaluation of the seminar series and as a vehicle to explore perceptions of the role of representatives from the non-academic world in such programs. Results of these interviews are also to be presented in the project's final report.

Objective 5. To plan and execute a regional career education conference for dissemination of project results.

Procedures: Because funds for the activity were cut from the project budget, a regional conference could be held only if it were financially self-supporting. The feasibility of holding such a conference was seriously considered, but it now appears certain that the conference will not be held.